

**AWARD READING CORRELATION GRADE 1****Standard 1****READING: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

*Concepts About Print*

1.1.1	Match oral words to printed words.	TE: Week 1: The Dinosaur Dance, p. 45 TE: Week 3: Fly, Baby Bird, Fly, p. 109 TE: Week 4: Bear Cubs, p. 131
1.1.2	Identify letters, words, and sentences.	TE: Week 14: Fishing with Grandad: p. 73, 77 TE: Week 16: This Is My Head: p. 131, 139 TE: Week 19: Mama and Daddy: p. 217, 225, 229 TE: Week 23: It's for You: p. 331, 332, 335 TE: Week 24: The Roller Coaster Ride: p. 381, 383
1.1.3	Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.	TE: Week 2: Watching the Storm: p. 81 TE: Week 14: Fishing with Grandad: p. 81, 82 TE: Week 20: The Bungee Jump: p. 253, 254 TE: Week 24: Ooh! Aah!: p. 371, 372

*Phonemic Awareness*

1.1.4	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound). Example: Tell the sound that comes at the beginning of the word sun. Tell the sound that comes at the end of the word cloud. Tell the sound that comes in the middle of the word boat.	TE: Week 3: Fly, Baby Bird, Fly: p. 101, 109 TE: Week 6: What Is That?: p. 207 TE: Week 26: I Hate My Hair!: p. 91, 92 TE: Week 33: Great Big Spelling Problems: p. 277, 278 TE: Week 36: The Boy Who Wanted to Be Someone: p. 381, 382
1.1.5	Recognize different vowel sounds in orally stated single-syllable words. Example: Say the sound that is in the middle of the word bit. Say the sound that is in the middle of the word bite. Tell whether this is the same sound or a different sound.	TE: Week 14: Fishing with Grandad: p. 69 TE: Week 15: Brian, My Friend: p. 109 TE: Week 15: Prue Looks Like Sue: p. 124 TE: Week 16: This Is My Head: p. 131
1.1.6.	Recognize that vowels' sounds can be represented by different letters.	TE: Week 14: Fishing with Grandad: p. 73 TE: Week 19: Mama and Daddy: p. 225, 229 TE: Week 24: The Roller Coaster Ride: p. 381 TE: Week 29: Watch Me! Watch Me!: p. 177, 178 TE: Week 32: Nothing Ever Happens: p. 264 TE: Week 34: My Neighborhood: p. 311
1.1.7	Create and state a series of rhyming words.	TE: Week 15: Prue Looks Like Sue: p. 120, 121 TE: Week 28: My Big Sister's Computer: p. 139
1.1.8	Add, delete, or change sounds to change words. Example: Tell what letter you would have to change to make the word cow into the word how. Tell what letter you would have to change to make the word pan into an.	TE: Week 8: Sarah Loves to Dance: p. 263 TE: Week 15: Brian, My Friend: p. 105 TE: Week 19: Mama and Daddy: p. 217 TE: Week 20: The Bungee Jump: p. 241, 249, 250 TE: Week 21: Yummy in My Tummy: p. 273 TE: Week 27: The Sox Fox: p. 100

1.1.9	Blend two to four phonemes (sounds) into recognizable words. Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /fl/ /a/ /t/.	TE: Week 2: Watching the Storm: p. 73 TE: Week 2: Puppy Playtime: p. 92 TE: Week 5: Don't Rock the Boat: p. 177 TE: Week 8: The Jumping Competition: p. 245, 246 TE: Week 12: The Lucky Grub: p. 363, 364, 36 TE: Week 12: Billy and the Basketball: p. 381 TE: Week 26: I Hate My Hair!: p. 91, 92 TE: Week 30: Tricked You!: p. 191, 192 TE: Week 35: Strawberries for Katinka: p. 33
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*Decoding and Word Recognition*

1.1.10	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.	TE: Week 16: This Is My Head: p. 131 TE: Week 21: Yummy in My Tummy: p. 277, 278 TE: Week 24: The Roller Coaster Ride: p. 381 TE: Week 32: Snoopy the Snail: p. 245, 246 TE: Week 32: Nothing Ever Happens: p. 264 TE: Week 34: My Neighborhood: p. 311
1.1.19	Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols.	TE: Week 4: Bear Cubs p. 142 TE: Week 34: My Neighborhood: p. 310
1.1.11	Read common sight words (words that are often seen and heard).	TE: Week 1: The Dinosaur Dance, p. 45 TE: Week 7: Watching the Storm, p. 61, 77 TE: Week 14: Fishing With Grandad, p. 77
1.1.12	Use phonic and context clues as self-correction strategies when reading.	TE: Week 6: What Is That?, p. 208 TE: Week 10: Baby Animals: p. 302, 306, 307 TE: Week 27: The Sox Fox: p. 100 TE: Week 29: My Dad's a Jogger: p. 158
1.1.13	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear). Example: Correctly read aloud the vowel sounds made in words, such as ear, eat, near, their, or wear.	TE: Week 2: Watching the Storm, p. 69, 73 TE: Week 11: Zolar and Zina Love to Read, p. 327 TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 30: Tricked You, p. 187, 191
1.1.14	Read common word patterns (-ite, -ate). Example: Read words, such as gate, late, and kite.	TE: Week 11: Zolar and Zina Love to Read, p. 335, 350 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 33: Great Big Spelling Problems, p. 281 TE: Week 35: Strawberries for Katinka, p. 327
1.1.15	Read aloud smoothly and easily in familiar text.	TE: Week 6: Who Is Like Me?: p. 198, 204 TE: Week 17: My Skeleton: p. 156, 164, 172 TE: Week 17: Learnalot: p. 175, 177, 179, 181 TE: Week 20: Little Duck's Walk: p. 261, 263, 265, 266, 267 TE: Week 27: I Like Spinach: p. 121, 126 TE: Week 32: Snoopy the Snail: p. 242, 252, 258 TE: Week 36: Tricking Travis: p. 360, 370

*Vocabulary and Concept Development*

1.1.16	Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).	TE: Week 7: Taking Turns, p. 217 TE: Week 23: The Worst Haircut in the World, p. 350 TE: Week 25: Please Come to My Place, p. 57 TE: Week 28: My Big Sister's Computer, p. 131
1.1.17	Read and understand root words (look) and their inflectional forms (looks, looked, looking). Example: Recognize that the s added to the end of chair makes it mean more than one chair. Recognize that adding ed to the end of jump makes it mean jumping that happened in the past.	TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy: p. 282, 285 TE: Week 27: I Like Spinach: p. 125 TE: Week 35: Strawberries for Katinka: p. 331, 332 TE: Week 36: Tricking Travis, p. 363
1.1.18	Classify categories of words. Example: Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas.	TE: Week 6: What Is That?: p. 209 TE: Week 16: This Is My Head: p. 132, 135, 136, 139, 143, 148 TE: Week 17: My Skeleton: p. 168 TE: Week 17: Learnalot: p. 178

**Standard 2****READING: Comprehension and Analysis of Nonfiction and Informational Text**

Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ([www.doe.state.in.us/standards/readinglist.html](http://www.doe.state.in.us/standards/readinglist.html)) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries).

*Structural Features of Informational Materials*

1.2.1	Identify the title, author, illustrator, and table of contents of a reading selection.	TE: Week 7: Taking Turns, p. 218, 220, 222, 230 TE: Week 10: Baby Animals, p. 304, 307, 308, 312, 316 TE: Week 16: This Is My Head, p. 132, 134, 136, 140, 144 TE: Week 31: My Animal Report, p. 218
1.2.2	Identify text that uses sequence or other logical order. Example: Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder like The Bird Table by Pauline Cartwright.	TE: Week 2: Watching the Storm: p. 72 TE: Week 2: Puppy Playtime: p. 88 TE: Week 3: Fly, Baby Bird, Fly: p. 104 TE: Week 11: Lunchtime in the Garden: p. 348 TE: Week 15: Prue Looks Like Sue: p. 122 TE: Week 27: The Sox Fox: p. 104 TE: Week 33: Great Big Spelling Problems: p. 272, 276

*Analysis of Grade-Level-Appropriate Nonfiction and Informational Text*

1.2.3	Respond to who, what, when, where, why, and how questions and recognize the main idea of what is read. Example: After reading or listening to the science book Gator or Croc by Allan Fowler, students answer questions about the reptiles and discuss the main ideas.	TE: Week 3: Fly, Baby Bird, Fly, p. 104 TE: Week 15: Brian My Friend, p. 113 TE: Week 17: Learnalot, p. 181 TE: Week 27: The Sox Fox, p. 100, 101, 104, 114 TE: Week 32: Snoopy the Snail, p. 244, 254
1.2.4	Follow one-step written instructions.	TE: Week 15: Brian, My Friend: p. 100, 101, 102, 104, 105, 106, 109, 110, 112, 113, 114, 118 TE: Week 15: Prue Looks Like Sue: p. 120, 121, 122, 123, 125, 126, 127 TE: Week 17: My Skeleton: p. 154, 155, 156, 158, 159, 160, 163, 164, 167, 168, 172

1.2.5	Use context (the meaning of the surrounding text) to understand word and sentence meanings.	TE: Week 2: Puppy Playtime, p. 95 TE: Week 19: Mama and Daddy, p. 225 TE: Week 30: Tricked You, p. 199 TE: Week 29: My Dad's a Jogger, p. 159 TE: Week 35: Strawberries for Katinka, p. 331
1.2.6	Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when or cause and effect, such as because, since, therefore, so). Example: Read <i>Bats: Creatures of the Night</i> by Joyce Milton and discuss what words give clues about predicting where bats could be found or how they locate food.	TE: Week 3: Fly, Baby Bird, Fly: p. 100 TE: Week 5: Don't Rock the Boat: p. 174 TE: Week 14: Fishing with Grandad: p. 68 TE: Week 19: Mama and Daddy: p. 216 TE: Week 20: Little Duck's Walk: p. 260 TE: Week 22: My Dad's Camera: p. 302 TE: Week 24: Ooh! Aah!: p. 358
1.2.7	Relate prior knowledge to what is read. Example: Before reading <i>How Much Is a Million</i> by David Schwartz, discuss students' estimates of large quantities.	TE: Week 6: What Is That: p. 208 TE: Week 10: Baby Animals: p. 302, 306, 307 TE: Week 27: The Sox Fox: p. 100 TE: Week 29: My Dad's a Jogger: p. 158

**Standard 3****READING: Comprehension and Analysis of Literary Text**

Students read and respond to a wide variety of children's literature. The selections in the Indiana Reading List ([www.doe.state.in.us/standards/readinglist.html](http://www.doe.state.in.us/standards/readinglist.html)) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.

*Analysis of Grade-Level-Appropriate Literary Text*

1.3.1	Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending. Example: Read a story, such as <i>Arthur's Prize Reader</i> by Lillian Hoban. Retell the story, including descriptions of the characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.	TE: Week 3: Fly, Baby Bird, Fly: p. 104 TE: Week 6: Who Is Like Me?: p. 190 TE: Week 11: Lunchtime in the Garden: p. 348 TE: Week 15: Prue Looks Like Sue: p. 122 TE: Week 23: It's For You: p. 343 TE: Week 27: I Like Spinach: p. 122 TE: Week 33: Great Big Spelling Problems: p. 272, 276
1.3.2	Describe the roles of authors and illustrators. Example: Read a book, such as <i>The Very Hungry Caterpillar</i> by Eric Carle or <i>Where the Wild Things Are</i> by Maurice Sendak, in which the art is especially important in telling the story. Describe the role of the author and illustrator, and	TE: Week 3: Fly, Baby Bird, Fly: p. 100, 101 TE: Week 6: Who Is Like Me?: p. 186, 187 TE: Week 15: Brian, My Friend: p. 100, 101 TE: Week 27: The Sox Fox: p. 100 TE: Week 32: Snoopy the Snail: p. 240 TE: Week 32: Nothing Ever Happens: p. 260 TE: Week 36: Tricking Travis: p. 358

	discuss how the pictures help to tell the story.	
1.3.3	Confirm predictions about what will happen next in a story. Example: Read part of a story, such as <i>The Musicians of Bremen: A Tale from Germany</i> by Jane Yolen or <i>Lilly's Purple Plastic Purse</i> by Kevin Henkes, and tell what might happen next and how the story might end.	TE: Week 3: <i>Fly, Baby Bird, Fly</i> : p. 100 TE: Week 3: <i>Time for School</i> : p. 120 TE: Week 5: <i>Don't Rock the Boat</i> : p. 174 TE: Week 14: <i>Fishing with Grandad</i> : p. 68 TE: Week 20: <i>Little Duck's Walk</i> : p. 260 TE: Week 24: <i>Ooh! Aah!</i> : p. 358
1.3.4	Distinguish fantasy from reality.	TE: Week 6: <i>What Is That?</i> : p. 208 TE: Week 16: <i>This Is My Head</i> : p. 130, 131, 132, 134, 136 TE: Week 19: <i>Mama and Daddy</i> : p. 216, 217, 218 TE: Week 24: <i>The Roller Coaster Ride</i> : p. 379, 380 TE: Week 29: <i>Watch Me! Watch Me!</i> : p. 176 TE: Week 32: <i>Snoopy the Snail</i> : p. 244
1.3.5	Understand what is read by responding to questions (who, what, when, where, why, how).	TE: Week 3: <i>Fly, Baby Bird, Fly</i> , p. 104 TE: Week 15: <i>Brian My Friend</i> , p. 113 TE: Week 17: <i>Learnalot</i> , p. 181 TE: Week 27: <i>The Sox Fox</i> , p. 100, 101, 104, 114 TE: Week 32: <i>Snoopy the Snail</i> , p. 244, 254

**Standard 4****WRITING: Processes and Features**

Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

*Organization and Focus*

1.4.1	Discuss ideas and select a focus for group stories or other writing.	TE: Week 9: <i>Seven Big Machines</i> : p. 280, 285 TE: Week 11: <i>Zolar and Zina Love to Read</i> : p. 334 TE: Week 14: <i>Fishing with Grandad</i> : p. 72 TE: Week 16: <i>This Is My Head</i> : p. 138 TE: Week 20: <i>The Bungee Jump</i> : p. 248, 257
1.4.2	Use various organizational strategies to plan writing.	TE: Week 2: <i>Watching the Storm</i> , p. 76 TE: Week 5: <i>Listen to the Egg</i> , p. 162 TE: Week 17: <i>My Skeleton</i> , p. 171 TE: Week 24: <i>Ooh! AAh!</i> , p. 366 TE: Week 26: <i>My Spider Pet</i> p. 76 TE: Week 35: <i>Strawberries For Katinka</i> , p. 334 TE: Week 33: <i>Great Big Spelling Problems</i> , p. 280

*Evaluation and Revision*

1.4.3	Revise writing for others to read.	TE: Week 11: <i>Zolar and Zina Love to Read</i> , p. 334, 339 TE: Week 15: <i>Brian, My Friend</i> , p. 108 TE: Week 20: <i>Little Duck's Walk</i> , p. 266 TE: Week 32: <i>Nothing Ever Happens</i> , p. 266
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*Research Process and Technology*

1.4.4	Begin asking questions to guide topic selection and ask how and why questions about a topic of interest.	TE: Week 5: Listen to the Egg, p. 163 TE: Week 16: This Is My Head: p. 132, 136 TE: Week 19: Mama & Daddy, p. 224 TE: Week 20: The Bungee Jump, p. 257 TE: Week 31: My Animal Report, p. 224, 228
1.4.5	Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles).	TE: Week 7: Taking Turns, p. 224, 228 TE: Week 20: The Bungee Jump, p. 257 TE: Week 23: It's For You, p. 330 TE: Week 24: The Roller Coaster Ride, p. 380 TE: Week 30: Tricked You, p. 203 TE: Week 36: The Boy Who Wanted to be Someone, p. 380
1.4.6	Organize and classify information by constructing categories on the basis of observation.	TE: Week 20: The Bungee Jump: p. 257 TE: Week 30: Tricked You: p. 203 TE: Week 31: My Animal Report: p. 224

**Standard 5****WRITING: Applications (Different Types of Writing and Their Characteristics)**

At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

*Using the writing strategies of Grade 1 outlined in Standard 4 — Writing Processes and Features, students:*

1.5.1	Write brief narratives (stories) describing an experience. Example: Write a short story titled My Friend describing an experience that is real or imagined.	Week 11: Lunchtime in the Garden, p. 352 Week 15: Brian My Friend, p. 113 Week 17: Learnalot, p. 181 Week 18: What Shall We Call the Kitten?, p. 213 Week 20: The Bungee Jump, p. 248 Week 30: Tricked You, p. 194
1.5.2	Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details. Example: Write a description of a family member, a pet, or a favorite toy. Include enough details so that the reader can picture the person, animal, or object.	TE: Week 5: Listen to the Egg, p. 163 TE: Week 19: Mama & Daddy, p. 224 TE: Week 20: The Bungee Jump, p. 257 TE: Week 31: My Animal Report, p. 224, 228
1.5.3	Write simple rhymes.	TE: Week 9: Seven Big Machines: p. 280 (poem) TE: Week 11: Zolar and Zina Love to Read: p. 334 TE: Week 14: I Like Cars: p. 94 TE: Week 32: Snoopy the Snail: p. 256 (poem)
1.5.4	Use descriptive words when writing. Example: Use varied words to describe events, people, and places, such as describing a day as a sunny day or cloudy day.	TE: Week 6: Who Is Like Me?, p. 199 TE: Week 21: Yummy in My Tummy, p. 281, 285 TE: Week 26: My Spider Pet, p. 77 TE: Week 32: Snoopy the Snail, p. 249
1.5.5	Write for different purposes and to a specific audience or person. Example: Write a thank-you note to the store manager after a field trip to the local supermarket.	TE: Week 5: Listen to the Egg, p. 163 TE: Week 15: Brian, My Friend, p. 108 TE: Week 19: Mama and Daddy, p. 224 TE: Week 20: The Bungee Jump, p. 257 TE: Week 31: My Animal Report, p. 224, 228 TE: Week 35: Strawberries For Katinka, p. 334

**Standard 6****WRITING: English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

*Handwriting*

1.6.1	Print legibly and space letters, words, and sentences appropriately.	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334
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*Sentence Structure*

1.6.2	Write in complete sentences.	TE: Week 5: Listen to the Egg, p. 162 TE: Week 26: My Spider Pet p. 76 TE: Week 33: Great Big Spelling Problems, p. 280
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*Grammar*

1.6.3	Identify and correctly use singular and plural nouns (dog/dogs).	TE: Week 5: Don't Rock the Boat, p. 181 TE: Week 21: Turtle Eggs, p. 299 TE: Week 27: I Like Spinach, p. 125 TE: Week 32: Nothing Ever Happens, p. 265
1.6.4	Identify and correctly write contractions (isn't, aren't, can't).	TE: Week 9: Seven Big Machines, p. 281, 282 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 27: The Sox Fox, p. 109 TE: Week 30: The Secret in the Box, p. 209 TE: Week 35: Strawberries for Katinka, p. 335, 339
1.6.5	Identify and correctly write possessive nouns (cat's meow, girls' dresses) and possessive pronouns (my/mine, his/hers).	TE: Week 6: Who is Like Me?, p. 199 TE: Week 14: I Like Cars, p. 93, 95 TE: Week 26: I Hate My Hair, p. 93 TE: Week 30: Tricked You!, p. 195, 197

*Punctuation*

1.6.6	Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.	TE: Week 9: Seven Big Machines, p. 285 TE: Week 12: Billy and the Basketball, p. 385 TE: Week 20: The Bungee Jump, p. 253 TE: Week 35: Strawberries for Katinka, p. 339
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*Capitalization*

1.6.7	Capitalize the first word of a sentence, names of people, and the pronoun I.	TE: Week 11: Zolar and Zina Love to Read, p. 342 TE: Week 18: What Shall We Call the Kitten?, p. 211 TE: Week 22: My Dad's Camera, p. 310 TE: Week 30: The Secret in the Box, p. 213
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*Spelling*

1.6.8	Spell correctly three and four letter words (can, will) and grade level appropriate sight words (red, fish).	TE: Week 11: Zolar and Zina Love to Read, p. 335, 350 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 29: Hide and Seek, p. 319 TE: Week 30: Spots and Stripes, p. 351 TE: Week 32: and on my Hand, p. 405 TE: Week 33: The Puppies, p. 437 TE: Week 33: Great Big Spelling Problems, p. 281 TE: Week 35: Strawberries for Katinka, p. 327
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**Standard 7****LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

*Comprehension*

1.7.1	Listen attentively.	TE: Week 2: Watching the Storm, p. 68 TE: Week 11: Zolar and Zina Love to Read, p. 326, 330 TE: Week 15: Brian my Friend, p. 100, 101 TE: Week 35: Strawberries for Katinka, p. 326, 327, 330
1.7.2	Ask questions for clarification and understanding.	TE: Week 4: Bear Cubs, p. 130 TE: Week 20: The Bungee Jump, p. 244 TE: Week 25: Please Come to My Place, p. 48 (read to/with)
1.7.3	Give, restate, and follow simple two-step directions.	TE: Week 4: Bear Cubs p. 130, 134, 142 TE: Week 5: Listen to the Egg: p. 158 TE: Week 9: Seven Big Machines p. 272 TE: Week 20: Little Duck's Walk: p. 262

*Organization and Delivery of Oral Communication*

1.7.4	Stay on the topic when speaking.	TE: Week 14: Fishing with Grandad: p. 68, 69, 70, 72, 73, 74, 76, 77, 78, 80, 81, 82, 85, 86 TE: Week 16: This Is My Head: p. 130, 131, 132, 134, 135, 136, 137, 138, 139, 140, 144, 147, 148, 149 TE: Week 20: Little Duck's Walk: p. 260, 261, 262, 263, 264, 265, 266, 267 TE: Week 23: The Worst Haircut in the World: p. 346, 347, 348, 349, 351, 352, 353 TE: Week 24: The Roller Coaster Ride: p. 378, 379, 380, 381, 382, 383, 384, 385
1.7.5	Use descriptive words when speaking about people, places, things, and events.	TE: Week 6: Who Is Like Me?, p. 199 TE: Week 21: Yummy in My Tummy, p. 281, 285 TE: Week 22: My Dad's Camera: p. 302, 303, 304, 306, 307, 308, 310, 311, 312, 316, 317, 319, 321 TE: Week 23: The Worst Haircut in the World: p. 346, 347, 348, 349, 351, 352, 353 TE: Week 26: My Spider Pet, p. 77 TE: Week 32: Snoopy the Snail, p. 249



*Speaking Applications*

1.7.6	Recite poems, rhymes, songs, and stories.	TE: Week 6: Who Is Like Me?: p. 198, 204 TE: Week 6: What Is That?: p. 212 TE: Week 17: My Skeleton: p. 156, 164, 172 TE: Week 20: The Bungee Jump: p. 242, 252, 258 TE: Week 24: The Roller Coaster Ride: p. 379, 383 TE: Week 29: My Dad's a Jogger: p. 156, 166, 172 TE: Week 32: Snoopy the Snail: p. 242, 252, 258 TE: Week 36: Tricking Travis: p. 360, 370
1.7.7	Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.	TE: Week 2: Watching the Storm: p. 72 TE: Week 2: Puppy Playtime: p. 88 TE: Week 3: Fly, Baby Bird, Fly: p. 104 TE: Week 6: Who Is Like Me?: p. 190 TE: Week 12: Billy and the Basketball: p. 380 TE: Week 23: It's For You: p. 343 TE: Week 27: I Like Spinach: p. 122 TE: Week 33: Great Big Spelling Problems: p. 272, 276
1.7.8	Relate an important life event or personal experience in a simple sequence.	TE: Week 7: Taking Turns, p. 224, 228 TE: Week 20: The Bungee Jump, p. 257 TE: Week 23: It's For You, p. 330 TE: Week 24: The Roller Coaster Ride, p. 380 TE: Week 30: Tricked You, p. 203 TE: Week 36: The Boy Who Wanted to be Someone, p. 380
1.7.9	Provide descriptions with careful attention to sensory detail.	TE: Week 9: Seven Big Machines, p. 275, 280 TE: Week 14: I Like Cars, p. 90 TE: Week 28: My Big Sister's Computer, p. 135 TE: Week 36: Tricking Travis, p. 375
1.7.10	Use visual aids, such as pictures and objects, to present oral information.	TE: Week 9: Seven Big Machines, p. 275, 280 TE: Week 14: I Like Cars, p. 90 TE: Week 28: My Big Sister's Computer, p. 135 TE: Week 36: Tricking Travis, p. 375